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ABSTRACT

This resource guide provides guidelines for the development of a new model for student services delivery systems in Colorado's community colleges and area vocational schools. Introductory material discusses the role of student services in the 1980's and provides information on the development of the proposed model and guidebook. Following a discussion of the philosophical basis of student services, the next sections suggest a broadening of the concept of student services to include a range of services related to student life and learning under the umbrella term "educational services"; outline the mission of educational services and its objectives; and look at the administrative functions of educational services. Next, sub-models of educational services are presented in the areas of admissions, advising, assessment, athletics, bookstore, campus security, career planning and development/counseling, child care, cooperative education, enrollment management, financial aid, food services, graduation, health services, housing, international students, job development and placement, learning development program, library, lifestyle assessment and wellness, marketing, media, orientation, publications, records, recruitment, reprographics, retention, space utilization, special populations, student activities, and student government. Guidelines for evaluation and accountability and staffing are followed by a series of recommendations for future study and action in the areas of assessment and program placement, advising and attrition, and learner-centered education. A glossary of terms and selected references conclude the resource guide. (LAL)

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RESOURCE GUIDE FOR EDUCATIONAL SERVICES (Student Services)

for Colorado Community & Junior Colleges and Area Vocational Schools

JC 850 066

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STATE BOARD FOR COMMUNITY COLLEGES AND
OCCUPATIONAL EDUCATION

RESOURCE GUIDE
FOR
EDUCATIONAL SERVICES
(STUDENT SERVICES)

for Colorado Community & Junior Colleges
and Area Vocational Schools

Prepared by
State Advisory Committee for Student Personnel Services

INTRODUCTION

The Role of Student Services in the 1980s

To help higher education plan for the 1980s, Ernie Boyer, a U. S. Commissioner of Higher Education, analyzed the U. S. population. Boyer found in 1980 that 28 percent of age eighteen and under were white, 37 percent of age eighteen and under were black, and 42 percent of age eighteen and under were Hispanics. The 1980 census revealed a similar breakdown of this age group. According to that census, 26.9 percent of White, 33.5 percent of Black and 39.3 percent of Hispanics were found to be of age eighteen and under in Colorado. From these changes in population and the trends projected in American society by "Megatrends," one can easily conclude that the Colorado community colleges and area vocational schools in the next twenty years face the following challenges:

- An increase in diversity in the student population.
- An increase in part-time students.
- A significant decrease in full-time student enrollment.

As the funding of each community college and area vocational school is based on full-time equivalent students, the above trends in student enrollment, coupled with pass through costs from the State, will cause the community colleges and area vocational schools to receive fewer dollars per pupil to educate more students with diverse educational background and preparation, needs, and aspirations.

Since Colorado has not yet come up with a formula to measure the student services' contribution to the production of FTE, the expected decline in each educational institution's budget allocations and corresponding increase in the number of students from low socio-economic and ethnic minority groups will cause each school to place unusually greater demands on student personnel staff. In addition, such uncertainties could lead to severe personnel cuts in student services. Naturally, this situation will call for an urgent need to redefine the role, scope and mission of the existing services in each educational institution.

A recent study of the ACT indicates that 45 percent of all freshmen entering the nation's public community college system leave the institution they enter within a year. Another research conducted by ACT reveals that three out of every four freshmen are in some state of uncertainty, tentativeness and indecision about what they plan to study. The above situation, coupled with expected significant increases in diversity in student population, growth in the number of part-time students, and the anticipated declines in fiscal resources, will require community college and area vocational school educators to move toward ***formal assessment for appropriate course placement, effective advising and career planning and innovative class scheduling*** to meet individual student needs. Aside from both containing institutional costs and producing excellence in education, the required changes in educational process could significantly:

- Reduce today's 45 percent attrition rate.
- Increase enrollment.
- Decrease instructional costs.
- Improve overall effectiveness of each institution.

In addition, the above adjustments to the educational delivery system will provide a meaningful transition from ***access for all*** to an emphasis on serving ***individual student needs***. These new directions provide encouragement for administrators to further emphasize the quality of student life on each campus.

To prepare and strengthen student services to deal with the predicted changes in enrollment and its associated decline in fiscal resources, the State Board for Community Colleges and Occupational Education established a ***State Advisory Committee for Student Personnel Services,*** in November 1982, to study student services programs in each community college and area vocational school and to develop appropriate recommendations to remedy shortcomings. To carry out this charge, the State Advisory Committee formulated the following goals to meet the needs of a changing student population:

- Develop the model, mission, objectives and functions necessary to operate an effective student services program.

- Develop, publish, and disseminate a resource book of guidelines for promoting development of the recommended model for student services in Colorado community colleges and area vocational schools.
- Make appropriate recommendations to the State Board for Community Colleges and Occupational Education to strengthen the student services delivery system.

To facilitate the achievement of these goals, the State Advisory Committee formed the following four subcommittees: Philosophical Basis, Mission, Objectives and Functions of Educational Services; Orientation, Academic Assessment and Placement, Academic Advising, Career Planning, Special Populations, and Job Placement; Housing, Student Activities, Student Discipline, Athletics, Health Services and Special Services; Admission, Financial Aid, Veterans Affairs, Marketing and Recruitment and International Students.

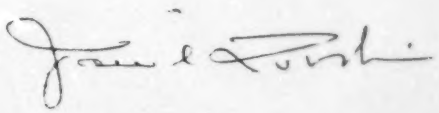
In developing the model recommended in this publication, each subcommittee reviewed research and literature on student services, as well as community college handbooks and manuals from other states and Canada. In addition, the subcommittees reviewed current and emerging trends in the field of student services, student development and educational services.

The model presented in this "Resource Guide" provides guidelines for the development of a new model for a student services delivery system in Colorado's community colleges and area vocational schools. Committee members recognize that the model may not always meet the challenges of time, diversity, and human development, but it is offered as a framework to help redefine and reorganize existing student services programs. For this reason, the model is formulated to help each student attain maximum potential while enrolled at a community college or area vocational school.

The Guide is designed to serve these purposes:

- Promote the introduction and development of the model for a student services delivery system in Colorado's community colleges and area vocational schools.
- Identify the various functions necessary to achieve the role, scope, and mission of the recommended model.
- Serve as a vehicle for informing governing boards, administrators, faculty and staff of the mission, objectives and philosophical basis for the recommended model.
- Provide a consistent definition of terms and functions included in the model for the student services delivery system.
- Serve as a basis for recommending policy decisions and budgetary courses to the State Board for Community Colleges and Occupational Education in order to help develop an innovative and effective student services delivery system.

The Committee fully understands that the primary mission of the institution is instruction. However, to achieve the given instructional mission of each institution and to provide each enrolled student with the educational resources and assistance necessary to achieve maximum educational, vocational, avocational, and personal-social development, Colorado community colleges and area vocational schools must provide a comprehensive program of student services. With this in mind, we respectfully submit this "Resource Guide" for developing such programs.



M. Jamil Qureshi
Chairperson
State Advisory Committee for
Student Personnel Services
December 7, 1984

ACKNOWLEDGMENTS

A number of individuals and organizations contributed to the development of the model for Educational Services presented in this Handbook. The State Advisory Committee for Student Personnel Services could not have successfully completed this project without the help of many people to whom the Committee would like to express its appreciation and gratitude.

Many thanks go to the membership of the four subcommittees for developing the submodels for Educational Services. Their initial research and review of the related literature helped the Committee in developing the proposed model

A special word of appreciation goes to:

- The Editorial Subcommittee which reviewed much of the original draft and provided critique that led to a more concise document.
- Dr. Ted Nelson who gave willingly of his time to participate in the development of the proposed model and whose expert input and advice were of great value.
- Coordinating and liaison members for their participation and support.
- Dr. M. Jamil Qureshi for his contribution to the thrust proposed in this handbook and for leading the State Advisory Committee to the completion of this project within a short period of less than a year.
- Dr. Russ DeVriendt, in particular, and Dr. Harold Stone, in general, for their initiative in providing the climate for the formation of the State Advisory Committee and their guidance and logistic support for this project. This study could not have been completed without the leadership, help and support of Dr Russ DeVriendt.

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PHILOSOPHICAL BASIS OF STUDENT SERVICES

Community colleges and area vocational schools in Colorado were established through legislative action by the Colorado General Assembly. The fundamental goal of community colleges and area vocational schools, as contained in enabling legislation, is to assist in the educational development of all persons who can benefit from the instructional programs and services.

The functions of community and junior colleges are to provide preparation for lifelong learning which includes but is not limited to postsecondary occupational education, college transfer programs, and continuing education; while area vocational schools are designed to provide occupational skills and upgrading programs for Coloradans.

Community colleges and area vocational schools were established in different geographical locations in the State to more effectively serve the needs of their respective communities. The educational institutions were developed and designed to remove geographic and economic barriers so that Coloradans can have easy access to such educational opportunities. This was accomplished by attracting students through lower tuition and fees and by locating educational institutions within easy reach of the community and its citizens. Each educational institution also serves as the center for continuing education in the community.

The role of community colleges and area vocational schools is to provide equal educational opportunities for all people. To accomplish this, each institution provides developmental services of a technical, academic, and personal-social nature to meet individual student needs. The educational institutions also offer special programs, courses, and seminars for the community and make available their physical and human resources to help improve the quality of life in the community. Students at community colleges and area vocational schools generally possess diverse educational, social, and cultural backgrounds and have various educational, personal, and social needs.

Each educational institution has a responsibility to provide a comprehensive program of student services which will assist students in attaining their goals. Besides creating an environment to maximize the total development of each student, the student services delivery system should:

- Facilitate change in the direction of student self-understanding and self-direction.
- Create an environment which encourages student interaction.
- Provide a climate for students to explore their individual worth and that of their peers.
- Allow each student the opportunity to understand complexities and skills involved in communicating with and relating to peers as well as to faculty and staff.
- Promote a positive, understanding relationship among fellow students and the community at large.
- Provide each student with additional opportunities to foster growth, development, and an attitude which helps assure success.

EDUCATIONAL SERVICES
A NEW CONCEPT FOR STUDENT SERVICES

Historically, the student services component in community/junior colleges and area vocational schools varied depending on the focus or tradition of the institution. Former student services delivery systems were often called pupil or student personnel services, student affairs, student relations, student services or student development.

Student services typically included admissions, records, counseling, advising, orientation, financial aid, veterans affairs, housing, student activities, health services, food services, bookstore and job placement. A professionally trained student services staff provided learning activities within these diverse units. These services have contributed in the past to some "separatism" of services from the instructional activities within the institution.

Recent research on learning and student development, coupled with the criticism of the quality of education, indicates a need for more efficent use of fiscal resources. This has accelerated the need to re-examine the student services functions within the educational community. As a result, the concept of "education of the whole person" has emerged which requires the typical student services components to be integrated into the educational mission of the institution has emerged.

This concept suggests the need to merge common informational, developmental and support activities needed to facilitate learning. It also requires a cooperative and unified effort among faculty and student services professionals to meet students' needs. Consequently, the resulting student services delivery system necessitates a cooperative, interactive effort among vocational, general studies and the student development functions on each campus. This approach enhances the opportunities for students and entails the expansion, differentiation, and integration of programs and services within the institution.

From the above, it is evident that this concept requires consolidation of all traditional services and other services related to student life and learning under the umbrella of Student Services, including, but not limited to, career planning and development, child care, security, assessment, athletics, cooperative education, learning developmental lab, library, media, publications; recruitment, retention, space utilization, enrollment management, special populations, and marketing.

- BOOKSTORE
- FOODSERVICE
- FINANCIAL AID

To many people, the title of Student Services does not accurately reflect the broader concept of student services presented above. To capture this emerging trend, the committee suggested that the President or Director and institution administrators and staff consider renaming Student Services to Educational Services.

Besides better serving the needs of a diverse student population, the proposed title presents the greatest potential for developing a comprehensive Student Services delivery system. Neither instructional services, administrative services, nor student services can survive without the other. All are integral, necessary components for operating a responsive institution. It is the Committee's belief that without a strong Educational Services program students at the institution will be short-changed in their efforts to receive quality education, related services and leadership training.

The committee does encourage the Chief Administrative Officer and Administrative team members to study the proposed model and develop target dates for incorporating appropriate aspects of the model into their institutions.

MISSION OF EDUCATIONAL SERVICES

The mission of an Educational Services program should be designed to meet the intellectual, physical, emotional, and developmental needs of a diversified student body. A program should be designed to provide learning activities for students which will:

- Provide new students with orientation to educational, personal, and career opportunities.
- Provide an assessment and appraisal of a student's potential and limitations.
- Support the learning by:

  Providing advising to assist in individual educational planning;

  Providing guidance and career planning for personal adjustment;

  Creating a learning environment and the services necessary to facilitate classroom learning experiences;

  Providing assistance for special learning problems.

- Provide purposeful out-of-classroom learning experiences by:

  Involving the student in school governance;

  Involving the student in co-curricular and extra-curricular activites;

  Involving the student in the community at large;

  Organizing programs for diverse groups, including women, minorities, disadvantaged, handicapped, international students and others.

- Meet the day-to-day needs of students by enabling them to attend and stay in school, to make the transition from school to employment, and to develop a plan for lifelong learning.

An Educational Services program, therefore, must contain a comprehensive array of services which meet the needs of a diverse student population. The recommended changes contained in this model are designed to enhance each student's ability to learn, help students function more efficiently in society, and help them become self-actualized. The individual student is of central importance in this model.

OBJECTIVES OF EDUCATIONAL SERVICES

To be effective in meeting the educational mission of community colleges or area vocational schools, the objectives of Educational Services must assist students in realizing their full potential educationally, vocationally, physically, socially, emotionally, culturally, and intellectually. In addition, Educational Services should provide programs and resources which will:

- Assist students in establishing attainable goals for their curricular, co-curricular, and extra-curricular endeavors.
- Assist students in establishing meaningful and appropriate short-range and long-range career and personal goals.
- Assist students in gaining maximum benefit from educational programs through the use of specialized services designed to enhance the learning environment.
- Teach and assist students in developing skills and abilities in order to recognize alternatives for coping with present and future challenges.
- Facilitate interaction among students, faculty and other resource people within the institution and the community.
- Provide a broad range of services which will complement the academic programs of the institution.
- Provide a climate which will foster and encourage the expression of individual and group rights consistent with the institution's statement of student responsibilities.
- Promote the quality of life and learning in all facets of the institutional experience.
- Promote an awareness of the student as a whole person with an interrelated set of concerns and needs.
- Gather and interpret student population demographics as well as disseminate and communicate student data to the community.

The Educational Services program should continually **evaluate** the needs and dynamics of the student population in order to more effectively reach the students' learning goals.

ADMINISTRATIVE FUNCTIONS OF EDUCATIONAL SERVICES

Objectives

The objectives for administration of the Educational Services program will differ to some extent by institution depending on institution size and location. However, regardless of those differences, the following objectives should be common to all Educational Services operations. The chief Educational Services administrator should:

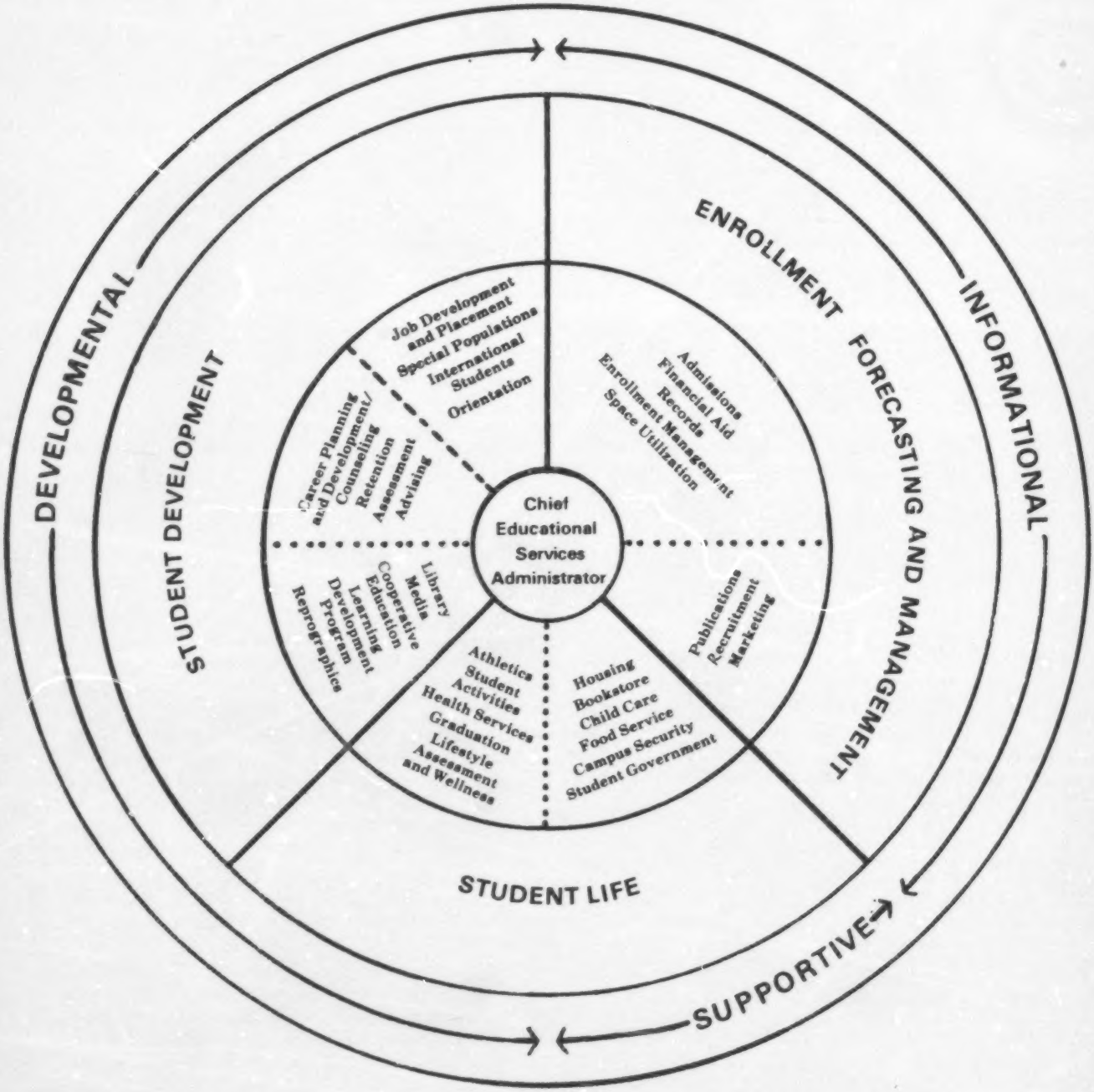
- Develop and implement a philosophy and organizational structure for the Educational Services program which are consistent with and supportive of the purpose of the institution, the college council and the State Board for Community Colleges and Occupational Education or appropriate local governing board.
- Develop and provide a comprehensive program which interfaces with curricular, co-curricular, and extra-curricular programs. This program must be student-development oriented, being consistent with and supportive of the established philosophical basis of the Educational Services program.
- Support traditional and emerging trends in the organizational structure of Educational Services program within the system of community colleges and area vocational schools across the country.
- Develop a systematic program evaluation for a continuous assessment of the effectiveness of all functions and services offered by the Educational Services program.

Functions

The administration of a responsive Educational Services program is based upon sound management principles and practices. The chief Educational Services administrator is, therefore, required to:

- Represent the Educational Services program of the institution to the college president or area vocational school director, the college council, and the local or state governing board.
- Articulate the role, needs, and objectives of the Educational Services program to other senior administrators in the institution and to the educational community.
- Develop a budget and seek adequate funding and other necessary equipment and resources for the operation of the Educational Services program.
- Plan, develop, and implement programs designed to meet student needs which will facilitate student learning, growth, and optimal development.
- Plan for and implement the growth and development of the Educational Services program consistent with the objectives of the educational institution and the established philosophical basis, mission statement, and objectives for Educational Services.
- Organize and coordinate the work of the staff in the Educational Services program.
- Plan for the growth and professional development of personnel in the Educational Services program through a comprehensive program of team building, assertiveness training, and in-service activities.
- Initiate and direct research studies related to marketing, recruitment, enrollment management, student characteristics, and student retention in order to assist the educational institution in curriculum planning and student development.
- Develop and implement a comprehensive information and community relations program in order to promote the institution as an integral part of the community.
- Develop an evaluation system which will accurately assess the effectiveness of the Educational Services program and articulate these results to the college president or area vocational school director.

FIGURE 1
CONCEPTUAL DIAGRAM FOR EDUCATIONAL SERVICES



SUBMODELS OF EDUCATIONAL SERVICES

ADMISSIONS

Objective

The objective of the admissions office is to provide students with information on programs and services of the institution and to process their applications for admission.

Functions

- Define the recruitment process at the institution and identify appropriate roles for the faculty, administration, and others.
- Develop an efficient admissions process which enhances the opportunities for students to be admitted with ease.
- Develop and maintain a cooperative relationship with high schools and four-year education institutions as well as with professional, business and social organizations, and other groups which assist in identifying and referring prospective students.
- Maintain appropriate records and an information retrieval system on students who are admitted and who leave the institution.
- Prepare reports to serve the needs of administrators, faculty, and students as well as local, state and federal committees, agencies, and boards.
- Forecast enrollment projections and prepare appropriate reports.

ADVISING

Objective

The objective of advising is to provide supportive, continuous assistance to students so that they may reach their educational goals without undue expense and delay.

Functions

- Establish and maintain an effective and open working relationship between the advisor and advisee.
- Help students develop an understanding of the inter-relationship of life goals, career goals, college program selection, and course selection.
- Provide accurate information to students so they may plan their educational programs.
- Provide "one stop advising" where students' questions can be directly answered, eliminating multi-referrals.
- Provide inservice training for faculty.
- Prepare transfer guides, self-advising guides, and other appropriate documents for advising.

ASSESSMENT

Objective

The objective of an assessment process is to determine student readiness and identify an appropriate starting point to help students succeed in their educational endeavors.

Functions

- Focus the assessment on an individual's skill level in reading, writing, mathematics, and study skills.
- Provide assistance to students in becoming knowledgeable about their aptitudes, interests and achievement levels.
- Collaborate with appropriate educational services and instructional staff in the assessment process.
- Provide assistance to students in making decisions on available programs, curriculum, courses and related educational services.
- Recommend student placement into programs based on diagnosis, counseling, career planning and advising in consultation with instruction.

ATHLETICS

Objective

The objective of athletics is to provide the opportunity for students to express and display their physical talents through campus, intramural and/or intercollegiate athletic and recreational activities.

Functions

- Provide appropriate opportunities for students to participate in athletics-oriented activities.
- Provide opportunities for recreational activities for all students.
- Provide opportunities for students to participate in athletic programs which are congruent with the philosophy of the institution and appropriate athletic associations.
- Provide an environment which promotes the students' physical and emotional growth which will encourage an understanding and development of "fair play."

BOOKSTORE

Objective

The objective of bookstore is to provide educational materials which can be purchased by students to support their educational needs.

Functions

- Provide textbooks and other related educational materials which are needed by the students and faculty to support the learning-teaching delivery system.
- Provide experiences to students by serving as an extension of the educational program, such as a cooperative education training site, retail management experience, selling, and other related opportunities. .
- Provide other appropriate services which respond to the unique and changing needs of students and faculty.

CAMPUS SECURITY

Objective

The objective of campus security is to support security needs of the campus community.

Functions

- Provide necessary security protection and assistance to the campus community.
- Assist in the security and protection of the physical facilities.
- Assist in the development of responsible student citizenship.
- Assist in the maintenance and promotion of a safe physical environment for the campus community.

CAREER PLANNING AND DEVELOPMENT/COUNSELING

Objective

The objectives of the career planning and development/counseling program are to assist students in the identification and development of educational and career goals; to assist students in coping with problems that may interfere with the accomplishments of the identified goals; to provide vocational and academic planning, focusing on the developmental needs of students so that they will benefit from the academic environment and educational experience; and to assist students in overcoming specific educational problems in order to help remedy current academic skills deficiencies.

Functions

- Provide various delivery systems to meet student needs through individual and group workshops, seminars, credit and/or non-credit classes, advising, consultation, and referral.
- Help students establish, clarify, and develop appropriate educational, career and/or life goals.
- Assist students in acquiring a knowledge of self, including an understanding of their strengths, weaknesses.

CHILD CARE

Objective

The objective of child care is to offer child care and educational programs for children of students during the school day.

Functions

- Develop and implement a system for enrollment of students' children for child care services.
- Provide quality child care for students who are enrolled in courses at the institution and have small children.
- Develop programs of growth and development for children enrolled in child care.
- Develop and implement systems of communication with parents, administrators, and faculty concerning the programs of the child care center.
- Provide progress reports for parents whose children are in the child care center.
- Provide professional in-service for para-professionals and cooperative education training for students enrolled in Childhood Education.
- Compile and report pertinent information to appropriate administrators concerning activities of the center.

COOPERATIVE EDUCATION

Objective

The objective of cooperative education is to provide students an opportunity to participate in a variety of planned off-campus learning experiences designed to supplement instruction and assist students in applying knowledge and skills learned in the classroom.

Functions

- Develop and disseminate information on cooperative education to students, faculty, business and industry, and the college community.
- Promote the values of cooperative education experiences in the community.
- Identify and develop cooperative work experience sites in the community.
- Match the student's classroom experiences with appropriate cooperative education work experiences.
- Maintain ongoing coordination and supervision of the cooperative education program.
- Establish and maintain an effective system of student follow-up with students placed in cooperative education experiences.
- Maintain recordkeeping and accountability systems in order to provide cooperative education data to the business community and institutional staff.

ENROLLMENT MANAGEMENT

Objective

The objective of enrollment management is to provide a centralized leadership and management system to address all aspects of enrollment, including planning, marketing, admissions, registration, advisement, retention, special services, and coordination with offices and instructional units within the institution.

Functions

- Gather appropriate enrollment data on students such as age, cultural heritage, geographic origin, interests, prior education, Grade-Point Average while enrolled, credit hours carried, needed support services, and others which can be shared with the institution's staff.
- Interpret the enrollment data for appropriate user groups on campus and develop strategies for addressing and managing the available student data.
- Use the Enrollment Data for decision-making and planning of institutional programs, services, and activities to better meet students' needs.
- Articulate the needs and aspirations of students (both prospective and enrolled) with the nature of current programs and services and with the administrative, instructional and support staff at the institution.

FINANCIAL AID

Objective

The objective of the financial aid program is to assist students who, without such aid, would find it difficult to further their education beyond high school.

Functions

- Provide financial aid information and assistance on educational costs, available financial aid, and application procedures to potential and enrolled students.
- Evaluate all applicants' financial status to determine their eligibility for all available types of financial aid.
- Award, notify, and disburse funds on a timely basis.
- Publicize and coordinate the student financial aid information through publications and educational sessions for students and parents.
- Consult with representatives of existing and potential sources of financial aid, including loans, grants, and scholarships.
- Keep current with federal, state and local financial aid programs.
- Maintain accurate and detailed records to meet compliance requirements for federal, state, and local aid programs.
- Develop and periodically update a manual of financial aid policies and procedures.
- Evaluate the financial aid office once each year using NASFAA's "Institutional Guide for Financial Aid Self-Evaluation."
- Prepare necessary financial aid reports to meet federal, state, and institutional needs.

FOOD SERVICE

Objective

The objective of food service is to meet the nutritional needs of students, faculty, and staff and to provide a vehicle for educational training and employment of students.

Functions

- Provide for the general nutritional needs of campus community.
- Provide for appropriate nutritional needs of special groups upon request and where feasible.
- Provide banquets, luncheons, and other related needs for special events.
- Provide educational and employment experiences for students.
- Provide an opportunity for the campus community to broaden its nutritional and cultural experiences.

GRADUATION

Objective

The objective of graduation is to afford the institution the opportunity to publicly recognize the students' accomplishments and provide college visibility to the public.

Functions

- Recognize students for attaining a level of educational achievement by presenting certificates or degrees at an official ceremony.
- Provide a springboard for creating career opportunities and professional advancement for students.
- Provide students an opportunity to expand their personal growth and development through the total educational experience which, upon graduation, creates a feeling of exhilaration and achievement of educational goals.
- Help students through earning of certificates or degrees feel equipped to meet the challenges ahead by striving to achieve larger and more significant goals.
- Create an opportunity for the institution to publicly exemplify its programs and services and create an improved public awareness of the institution through media coverage.

HEALTH SERVICES

Objective

The objective of health services is to meet the health needs of students by providing emergency first aid, individual and group health consultation, and referral to community resources when appropriate.

Functions

- Develop procedures to appraise health factors due to student illness or accidental injury.
- Establish cooperative arrangements with local hospitals, clinics, and other health agencies and institutions to refer students as necessary.
- Establish a close working relationship with appropriate personnel to develop an awareness of emotional problems and physical symptoms which affect students.
- Incorporate pertinent information concerning social health problems and diseases in the health services program and use institutional and community resources to present the health educational program.
- Develop campus health programs and procedures containing vital information on every student which can be used for reference in emergency situations.

HOUSING

Objective

The objectives of housing service are to provide safe and adequate on and off-campus housing conducive to the educational process and to facilitate meaningful human relationships to enhance the quality of understanding among individual students.

Functions

- Provide a life-style environment conducive to learning.
- Provide opportunities for the development of self-government, leadership, group interaction, and social and personal skills.
- Assist in the development and implementation of on-campus housing contract for students which specifies appropriate rules, regulations, and student responsibilities.
- Provide housing information to students for off-campus living.

INTERNATIONAL STUDENTS

Objective

The objectives of this service are to provide international students with information relative to immigration laws and institutional procedures and to assist students in their transition to campus life.

Functions

- Compile a handbook for international students containing information on general rules and regulations including immigration requirements.
- Assist international students in meeting immigration requirements.
- Provide international students with appropriate services to enhance their potential to complete their educational program.
- Assist Campus Community in adapting to the cultural diversity of international students.

JOB DEVELOPMENT AND PLACEMENT

Objective

The objectives of Job Development and Placement are to bridge the gap between the educational world and the world of work and to provide employment for students during their attendance and upon completion of their educational training.

Functions

- Assist students in developing pre-employment skills.
- Assist students in finding jobs which meet immediate needs.
- Assist students in identifying jobs which provide entry-level positions to meet their chosen career.
- Provide students with information on job requirements, salaries, benefits, working conditions, and other pertinent data.
- Arrange interviews between students and employers either on campus or at the place of employment
- Maintain on-going communications with persons in business and industry who are assisting in training and upgrading employees.
- Interface with all faculty and staff to assist with students job placement.
- Conduct appropriate follow-up studies of completers and partial completers.

LEARNING DEVELOPMENT PROGRAM

Objective

The objective of the learning development program is to help students improve basic academic skills in order to enhance their chances of future success.

Functions

- Cooperate with the assessment program in identifying the skills and deficiencies of students.
- Coordinate the activities of classroom teachers and lab instructors in identifying students who can benefit from the learning development program.
- Publicize the value of the learning development program to students, faculty, administrators and support staff.
- Provide the necessary staff with required teaching, communication, and tutorial skills to best meet individual student's needs.
- Coordinate the scheduling of students into the Learning Development Program and provide necessary resources to meet students' needs.
- Maintain effective communications and a close working relationship with faculty to ascertain the progress and development of students through the Learning Development Program.
- Maintain adequate records on student progress and disseminate necessary information to appropriate faculty and staff.
- Utilize appropriate assessment tools in cooperation with the assessment program and prepare statistical reports on the number of students served as well as the progress and successes of students.

LIBRARY

Objective

The main objective of the library is to both provide and promote the use of materials and services through positive personal contact with students and community members and through the proper arrangement and display of the available resources.

Functions

- Develop an efficient and accessible system and environment for students, faculty, administrators, and staff for use of books, magazines, and other appropriate media materials.
- Provide individual and group assistance to members of the community in the appropriate use of library facilities.
- Participate in the learning mission of the institution data resources by developing systems for interlibrary loans.
- Provide assistance to the students and staff for research projects to the level of capability of the institution.
- Provide consultation and guidance to faculty and administrators in the purchase of library materials.
- Provide assistance and consultation to students, teachers, and administrators in discovery of new and developing fields of study through special programs, book reviews, and other activities.
- Locate and obtain materials and information from other libraries and from worldwide computer bases.
- Motivate utilizations of resources via appropriate arrangement, organization, displays, exhibits and other public relations programs.
- Gather statistical data pertaining to library utilization and quantify and measure their contributions to the improvement of the total learning-teaching process at the institution.

LIFESTYLE ASSESSMENT AND WELLNESS

Objective

The objective of Lifestyle Assessment and Wellness is to provide an integrated educational service that will assist in promoting one's physical, mental, social and spiritual health and awareness. This program is designed to help individuals assume more responsibility for their general well-being by providing a wide continuum of services in counseling, health, leisure/recreational, sports and lifestyle planning.

Functions

- Help students become more aware of their lifestyle habits and attitudes as they pertain to their physical health and overall general well-being.
- Provide broad-based counseling and lifestyle planning services which will assist students in achieving their optimum potential as human beings.
- Provide a health service program that will aid students in assessing their own health, nutritional habits, and self-help practices.
- Provide comprehensive leisure/recreational sports programs that will aid in developing students' physical fitness through vigorous activity and movement.
- Provide experiences that will develop a sensitivity to several dimensions of health and well-being of the campus community.

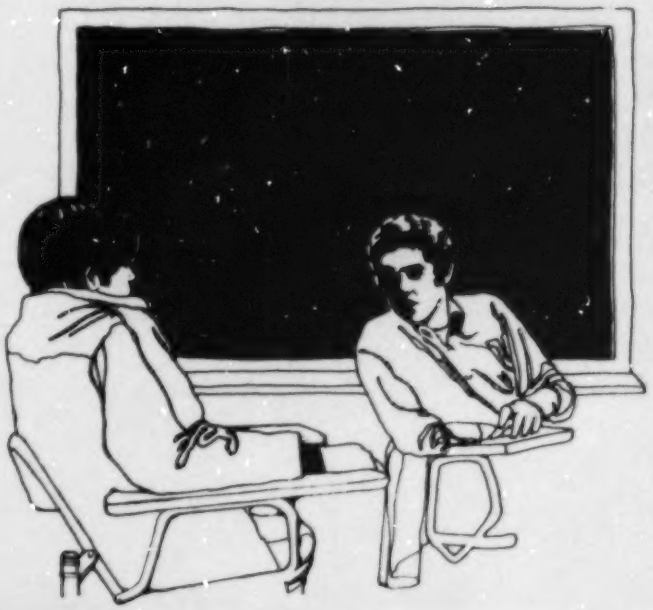
MARKETING

Objective

The objective of marketing is to communicate the philosophy, educational offerings and services of the institution to the community.

Functions

- Identify target areas and corresponding needs and develop appropriate marketing strategies to create interest in the identified groups for the institutional programs and services.
- Develop and distribute appropriate materials and information both to communicate and to market the institution to its community.
- Maintain a close, cooperative working relationship with community leaders, business and industry, governmental agencies, and community groups.
- Promote the value of a postsecondary education and the necessity of lifelong learning.
- Inservice the administration, faculty, and support staff on their role in marketing the institution.



MEDIA

Objective

The objective of the media program is to make available the vast resources of audio-visual materials to the institution in order to enrich its curricular program.

Functions

- Investigate, evaluate and acquire audio-visual materials, equipment and necessary software needed to support the mission of the institution.
- Develop capabilities to provide alternative audio-video instruction techniques to support the instructional mission of the institution.
- Coordinate TV, audio, photography, and graphics services and provide appropriate information on such services.
- Develop relations with public broadcasting media to capitalize on its potential for the institution's learning programs.
- Develop and continuously update policies and procedures to facilitate scheduling and distribution of media equipment and programs.
- Record local productions of simple instructional demonstrations or instructional programs from the air for use/reuse to meet group or individual scheduling requirements.
- Assist (1) instructors to make telemedia an integral part of the learning-teaching process, and (2) the administration to provide in-service training for staff and adult education to the community.

ORIENTATION

Objective

The objective of orientation is to introduce students to the campus and to assist them in understanding the institution's goals, philosophies, policies, regulations, courses, programs, and services.

Functions

- Provide an orientation program in which basic information about the institution and its programs and services is provided to students.
- Develop an orientation process which provides a broad range of experiences in order to facilitate student self-growth and adjustment to the institution.
- Assist students in identifying the appropriate person, office or others, that will provide the services required by the student.
- Develop an on-going orientation program which will provide opportunities for students to feel a part of the institution.
- Establish a process for determining the effectiveness of the orientation program where intervention and further orientation may be available throughout a student's education.

PUBLICATIONS

Objective

The objectives of publications are to coordinate the preparation, printing, and distribution of catalogs, class schedules, and other publications; assist in marketing the institution and in preparing materials for student recruitment and retention; and provide the publications necessary to meet educational needs.

Functions

- Coordinate the preparation of collegewide materials which affect educational services, public relations, marketing, student recruitment, and student retention efforts of the administration and staff.
- Provide consultive, informational services to the administration and staff in the development and distribution of collegewide publications, including handbooks, annual reports, and other materials.
- Maintain up-to-date publications which reflect the necessary philosophy and role of the institution and meet the needs of the administrative, instructional, and support staff.

RECORDS

Objective

The objective of the records office is to both develop and to maintain a recordkeeping system to safeguard legal records of students and to protect students' rights to privacy.

Functions

- Establish and maintain an efficient system of recordkeeping and records management.
- Provide essential data on students which assists in research and planning efforts.
- Prepare reports on student information to serve the needs of administrators, faculty members, committees, boards, and state and federal agencies.
- Maintain and provide copies of transcripts of students' academic records when legally requested to do so.
- Maintain copies of all essential students' records.
- Protect student privacy by periodically informing the faculty, administration, and staff of changes in records, procedures, grading, and other aspects of recordkeeping.
- Work cooperatively with the faculty and administration to maintain an efficient student information system which collects, processes, and uses appropriate student data to meet the mission of the institution.

RECRUITMENT

Objective

The objective of recruitment is to develop an effective plan and to formulate appropriate strategies which create interest in prospective students for the institution's programs and services.

Functions

- Define the recruitment process at the institution and identify appropriate roles for the faculty, administration
- Maintain up-to-date information and materials on available programs and services of the institution.
- Develop and maintain a cooperative working relationship with high schools and four-year institutions throughout the State.
- Develop and maintain a cooperative working relationship with those institutions which advise students to transfer to community colleges and area vocational schools.
- Develop and maintain a cooperative working relationship with business and industry, civic and professional groups, and other community agencies that assist in identifying and recruiting prospective students.
- Develop an enrollment management and follow-up system to provide necessary support to students.

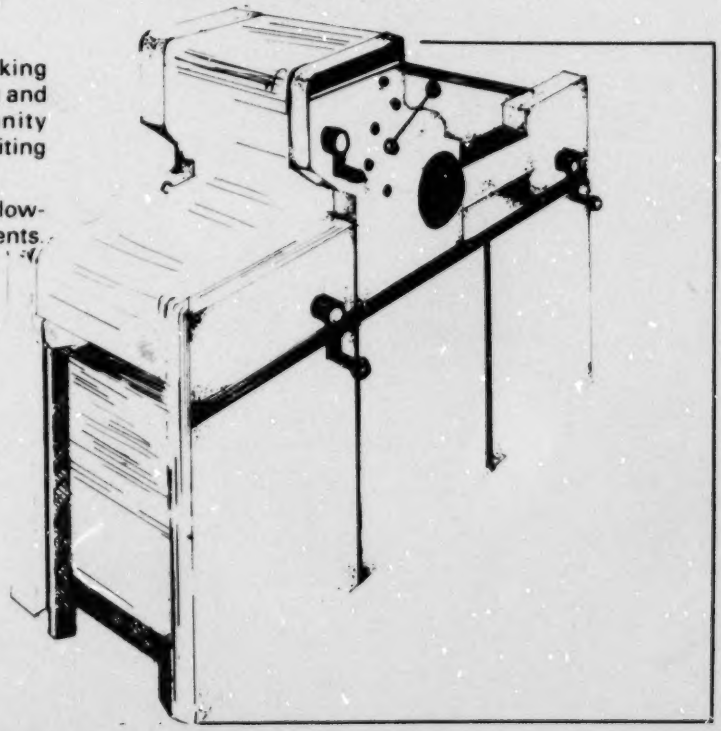
REPROGRAPHICS

Objective

The objective of reprographics is to print and duplicate materials requested by students, faculty, and administration in accordance with the copyright laws of the United States of America.

Functions

- Establish and maintain an effective system to monitor the reproduction of requested materials.
- Provide consultation in the development of manuals and other documents.
- Establish priorities and deadlines and communicate this information to appropriate user groups.
- Maintain up-to-date equipment and processes in reproduction and printing.
- Provide printing services at low cost to the students on a priority basis.



RETENTION

Objective

The objectives of retention are to focus on coordinating information and services when appropriate, provide data gathered by the Educational Services staff to the students and institutional staff, and initiate follow-up procedures on high risk students and to recommend assistance when appropriate.

Functions

In order to meet the broad objectives of retention, this program in Educational Services will:

- Work with all segments of the campus community in developing appropriate recommendations for introducing changes in the curriculum, learning environment, and delivery system to meet the needs of the students.
- Develop and implement a system of follow-up on dropouts to ascertain reasons for dropping.
- Recommend changes which will assist in the retention of students based on follow-up studies.
- Provide statistical reports to the administration and the educational community on the follow-up studies used to track students.
- Identify students' unmet needs and implement institutional actions and activities to effect positive change in better serving students.

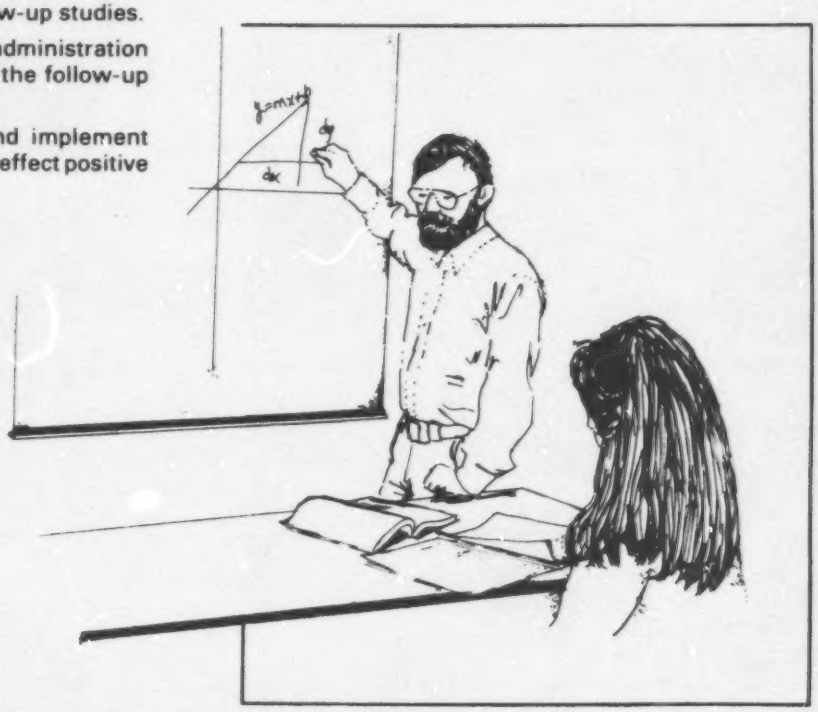
SPACE UTILIZATION

Objective

The objective of space utilization is to assure appropriate scheduling of facilities for students, staff, and community

Functions

- Identify available classroom space and schedule classes based on appropriate space requests.
- Assess the utilization of space to determine the percentage of use of various classrooms, laboratories, and shops as well as their conduciveness to learning.
- Work with administration, faculty, and support staff in planning and scheduling the institution's facilities.
- Maintain records on classroom utilization in order to meet reporting needs of the institution, governing boards, agencies, and the legislature.



SPECIAL POPULATIONS

Objective

The objective of special populations program is to identify, organize, and coordinate resources to meet the needs of ethnic, racial and national origin minorities, women, handicapped, disadvantaged, international students and others.

Functions

- Identify, recruit, and facilitate access for special populations.
- Provide support services which individualize and humanize the students' educational experiences through specialized programs and services.
- Consult with educational, community and target populations to identify the necessary resources and activities to meet students' needs.

- Provide inservice training to faculty and staff as necessary to enhance their awareness, skills, and ability to work with special populations as necessary.
- Facilitate the development of special program thrusts in Educational Services, instruction, and the administrative team to recruit and effectively meet the needs of particular target populations.
- Develop and assist others in initiating a variety of educational delivery systems and activities which allow students to acquire and/or enhance their cognitive, affective, and intellectual skills.
- Establish, where appropriate, a resource, information, and referral center for each target population.
- Provide continual special support and follow-up as needed.

STUDENT ACTIVITIES

Objective

The objective of student activities is to provide appropriate experiences which will enhance students' personal, social, emotional and cultural growth and development.

Functions

- Provide a variety of cultural and social activities which will, in addition to developing better self-understanding and self-concept, help students realize their full potential.
- Participate in the development of institutional policies pertaining to students' rights and responsibilities.
- Provide opportunities for students through student activities and seminars for leadership development

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STUDENT GOVERNMENT

Objective

The objectives of student government are to provide a forum to represent student interests and concerns; to define and promote students' rights and responsiblities; to provide for the general welfare of students through participation in the decision-making process of the institution; and to develop an understanding of organizational dynamics.

Functions

- Provide an opportunity to experience self-government and the democratic process.
- Enable students to have input into the institution's decision-making process as it pertains to policies and procedures affecting the student community.
- Assist in the development, regulation, coordination, supervision, and promotion of student activities.
- Provide students an opportunity to enhance their acceptance of responsibility and to acquire leadership skills which can help them deal effectively with all segments of the campus population.
- Provide experiences for students in fiscal management through the appropriation, dissemination, and monitoring of student activity funds.
- Provide student representation on the judicial board relating to student disciplinary action.
- Provide avenues for input in negotiating administrative decisions which involve the general welfare of the student body and/or any group or members of campus clubs and organizations.
- Provide a written document explaining student rights and responsibilities, grievance procedures, and due process.

EVALUATION AND ACCOUNTABILITY OF EDUCATIONAL SERVICES

Evaluating the effectiveness of Educational Services and maintaining accountability must become integral and essential parts of the program. Evaluation and accountability measures must be on-going. Outcomes from the evaluation and accountability models are to be used for decision-making in the Educational Services Program.

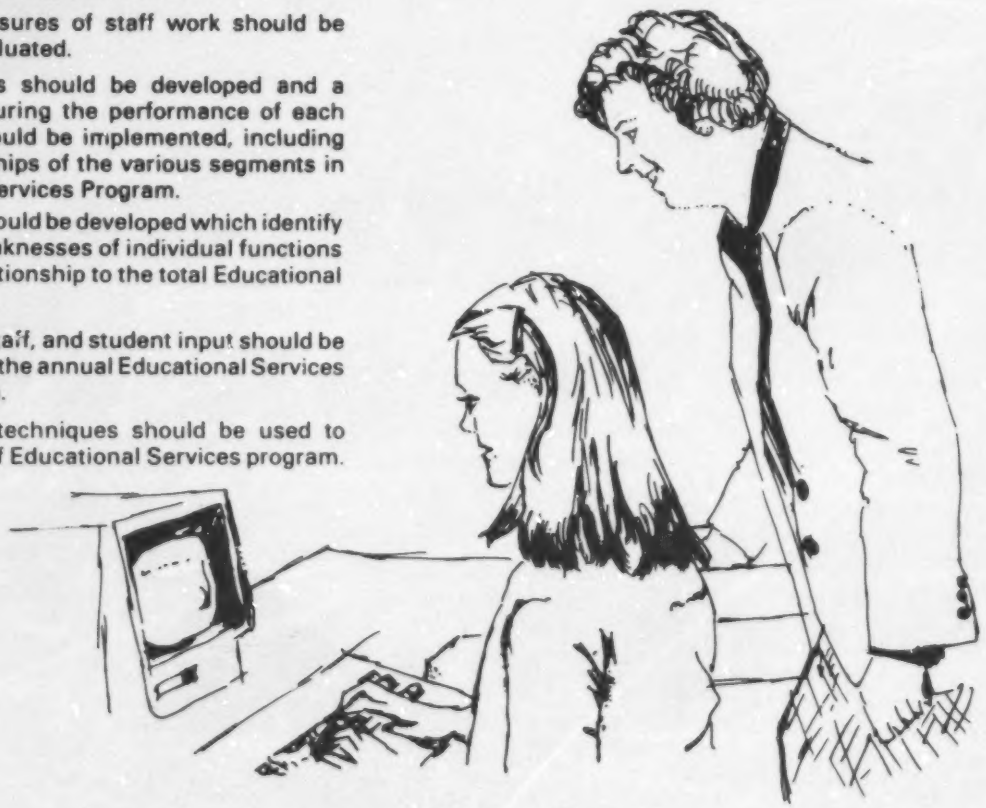
Evaluation data, if properly used, will keep the Educational Services Program current, relevant, and cost effective meeting the changing needs of students and the institution's constituents.

The following evaluation and accountability measures should be considered in the Educational Services Program:

- Levels of performance should be developed for each major function within the Educational Services Program and be measured against pre-established performance criteria.
- Quantifiable measures of staff work should be identified and evaluated.
- Annual objectives should be developed and a system for measuring the performance of each staff member should be implemented, including the interrelationships of the various segments in the Educational Services Program.
- Measurements should be developed which identify strengths and weaknesses of individual functions and their interrelationship to the total Educational Services program.
- Faculty, support staff, and student input should be considered part of the annual Educational Services evaluation system.
- Critical incident techniques should be used to evaluate quality of Educational Services program.

STAFFING

Each college shall have one person designated as the Chief Educational Service Officer. This person should be equal in rank to the Chief Administrative Officer for Instructional Services and report directly to the College President. The staffing in the Office of the Chief of Educational Services Program will vary from institution to institution depending on size and complexity of the institution and the population served. Although staffing patterns are the prerogative of each institution, sufficient resources should be provided for leadership and direction in Educational Services. Specific staffing patterns must be developed for each function within the Educational Services program.



RECOMMENDATIONS FOR FUTURE STUDY AND ACTION

ASSESSMENT AND PROGRAM PLACEMENT:

Recent studies on shifts in the U. S. population now show that over 79 percent of 18 year-olds and under are from ethnic groups, mainly Hispanics and Blacks. Prospective students from these groups are often inadequately prepared for college; consequently, community colleges throughout the country now experience over 45 percent attrition from freshmen to sophomore level. Much of the attrition is related to low achievement and inadequate advising and class scheduling which contribute to frustration and discouragement on the part of students.

Recommendation: To meet the needs of inadequately prepared students, including those from educationally deprived groups, the State Board for Community Colleges and Occupational Education should provide appropriate support and resources to implement the Basic Competency Skills Policies in BP 9-41 in order to assist in appropriate assessment and course placement of entering students.

ADVISING AND ATTRITION:

According to American College Testing (ACT) studies, Forty-five percent of all freshmen leave the community college within a year; ACT also shows that three out of every four freshmen are in some state of indecisiveness about their educational and career goals. This results in high attrition of students from higher education.

Recommendation: To help community colleges and area vocational schools deal with these startling statistics, the State Board for Community Colleges and Occupational Education should direct the community college system to establish a strong and effective:

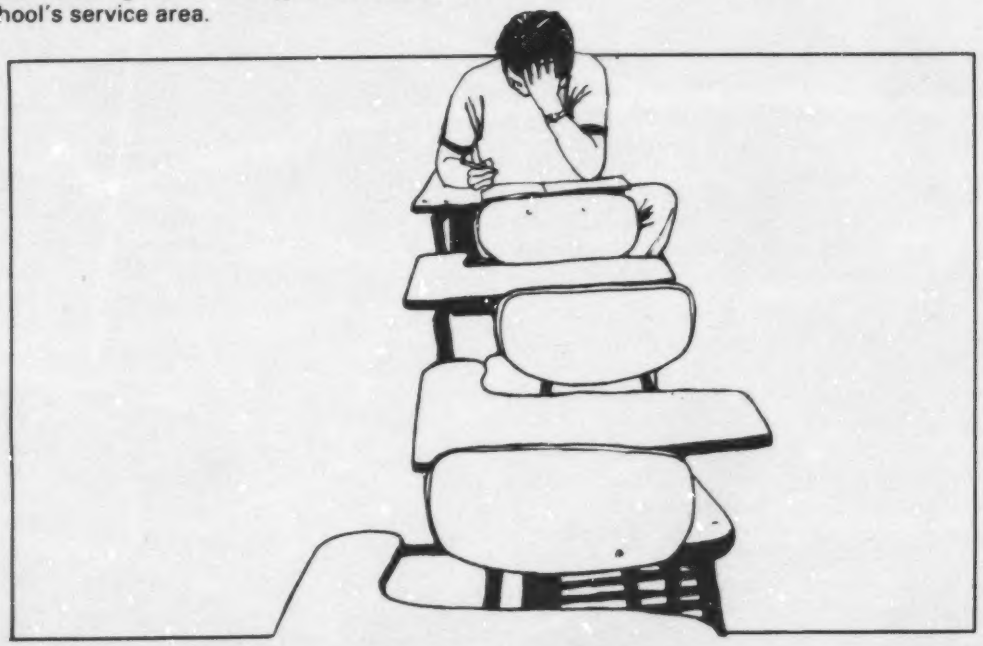
- Central effort in each institution to both identify its current and potential market and to gather appropriate information on current and prospective students; the information gathered must be shared with the administration, faculty, and staff and action plans be implemented to address the identified needs.
- Counseling and Career Planning Services in each institution. Besides adequately staffing this program, this service should be charged with the responsibility to assist each entering freshman and those continuing students in selecting an appropriate educational program. and course of study.
- Advising function in each institution. Besides freeing the faculty from the non-instructional chore, assignment of advising responsibility to a group of advisors will certainly improve the quality of advising. This effort should be well planned, coordinated and close supervision and follow-up maintained.
- Job Development and Placement services to develop jobs and to help program and course completers find suitable employment.

LEARNER-CENTERED EDUCATION:

Enrollment statistics at community colleges and area vocational schools clearly indicate a reduction in students from high schools and a significant increase in part-time students and nontraditional students and learners from economically and academically deprived groups. Besides creating enrollment shortfall in the last few years, this situation has reduced state appropriations to community colleges in particular. It is anticipated that this phenomenon may continue unless concerted efforts are directed toward reform in education, including scheduling of classes, course offerings, support services, such as assessment, advising, and other services.

Recommendations: To improve enrollment and to better serve the community colleges and area vocational schools student population, the State Board for Community Colleges and Occupational Education should direct institutions to immediately establish a task force consisting of professionals from instruction, student services and administrative services, including student representatives, to:

- Identify educational needs of its service area population, including the various types of students in the school's service area.
- Evaluate its educational courses and programs in terms of the identified educational needs and develop appropriate recommendations to create reform measures in education in order to better meet the needs of society.
- Identify students' reasons for attending and leaving the institution with particular emphasis on those who do not complete selected educational programs.
- Study and evaluate the scheduling of credit and non-credit courses in terms of the identified educational needs of its population; and develop appropriate recommendations to create reform in its scheduling system in order to better meet the needs of its society and changing student population.



GLOSSARY

This glossary is developed to assist the user of the Educational Services Model in clarifying the meaning of terms used throughout the model.

Area Vocational School: Refers to a school offering approved postsecondary vocational programs for credit, operated either by a local school district or by a board of cooperative services and designated by the general assembly as an area vocational school in conformity with standards established by the State Board for Community Colleges and Occupational Education. The legislated stand-alone area vocational schools include Aurora Public Schools Technical Center, Boulder Voc-Tech School, Delta-Montrose Voc-Tech School, Emily Griffith Opportunity School, Larimer County Voc-Tech Center, San Juan Basin Area Vocational School, and San Luis Valley Area Vocational School.

Assessment Testing: Includes selecting and developing appropriate testing instruments; admissions testing; personal and career assessments; developing normative and predictive data.

Athletics: Represents programs which assist in developing, planning and implementing intramural/recreational, or inter-college athletic competition.

Audio-Visual Services: Includes activities to provide media services and equipment as well as assist students in the learning process through use of audio-visual aids and staff resources.

Bookstore: Includes the sale of textbooks, classroom learning materials and supplies, as well as general and leisure reading materials.

Career Guidance and Advising: Includes guidance and advising services to students for purposes of clarifying personal values, attitudes, interests and abilities; making appropriate referrals; offering programs in learning and study skills; and assisting in vocational planning, career exploration and decision-making.

Career Information: Means providing occupational information; arranging for regional career information retrieval systems; and studying community manpower needs.

College Council: Refers to a five-person local council appointed by the Governor for each community and technical college under the State Board's jurisdiction; the Council serves in an advisory capacity to the College President and the State Board, having reviewing, recommending, and confirming duties.

Community Colleges: Refers to the nine state system community colleges or four local district colleges offering postsecondary programs leading to certificate and/or associate degrees. Several community colleges have maintained use of the word "junior" in their names based on historical development, even though the schools serve as comprehensive community colleges. All community and junior colleges are designated by the State Board for Community Colleges and Occupational Education as Area Vocational Schools, having the capability of providing secondary vocational education programs.

Cooperative Education: Entails cooperative efforts between education and business, industry, and government to provide students with work experiences which supports and enhances their classroom training; it includes on-the-job training through cooperative education efforts.

Critical Incident Technique: Entails the recording of incidents or occurrences which take place within a functional area for the purpose of determining patterns and making judgments.

Developmental: In education, deals with promoting and expanding a student's growth process and emphasizes differentiated treatment of students, meeting individual needs.

Educational Services Program: Represents a program designed to provide services and programs in community college or area vocational schools which enhances the instructional mission of the institution.

EFL: Refers to English as a Foreign Language which is similar to an ESL program.

ESL: Refers to English as a Second Language which entails the enrollment of international (foreign) students in an English proficiency program.

Financial Aid: Entails processes of seeking bursary funds, administering loans, and offering money management services.

Food Services: Includes efforts to meet students' nutritional and employment needs in the college's cafeteria and snack bars.

Health Services: Entails providing a program of health consultation and information; emergency first aid care; immunization program, medical referral service; athletic physicals; insurance information.

Information Services: Entails communicating on behalf of the total college through college public (internal and external); particular emphasis on media plans involving written, oral and visual presentation.

Instruction: Refers to teaching credit courses related to staff expertise, e.g., study skills, leadership, orientation, physical education, career planning.

International Students: Represents programs and services to provide a wide range of student orientation programs as well as remedial and developmental counseling services.

Library Services: Entails providing educational resources as well as accessible and private study areas to students at colleges.

Local Governing Committee: A five-person committee at each of the four local district colleges which determines financial and educational policies and holds all rights, powers, privileges, and duties exercised by other higher education governing boards. The four local district colleges are Aims Community College, Colorado Mountain College, Colorado Northwestern Community College, and Northeastern Junior College.

Nontraditional Students: Refers to persons who enroll in educational programs which have traditionally served persons of the opposite sex, e.g., a female prepares to work as a carpenter, or a male prepares to work as a secretary.

Placement: Includes programs and services designed to arrange on-campus and off-campus interviews for students, and entails maintaining liaison with employment sources, arranging for part-time employment, and conducting graduate follow-up services.

SBCCOE: Refers to Colorado State Board for Community Colleges and Occupational Education, the governing board for nine state system community colleges in Colorado.

Software: Means programs or segments of programs which are needed to manipulate data through the use of hardware (computers and electronic equipment).

Special Populations: In this handbook, refers to ethnic minorities, women, handicapped individuals, disadvantaged persons, foreign (International) students, as well as incarcerated or adjudicated persons.

State Board: Refers to the State Board for Community Colleges and Occupational Education (SBCCOE) which has the authority, responsibility, rights, privileges, powers, and duties exercised by all governing boards of institutions of higher education. The State Board serves as the governing board for nine community/junior colleges including Arapahoe Community College, Community College of Aurora, Community College of Denver (three campuses), Lamar Community College, Morgan Community College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, and Trinidad State Junior College.

Student Government: Includes activities and services at schools to advise Student Government operations, increasing student involvement in college decision-making process, supervising student elections and sponsored conferences.

Student Housing: Includes two types of student housing:

- on-campus — providing a residence experience; managing staff and programs.
- off-campus — providing information on local housing accommodations, locations, conditions and space available.

Student Records: Entails maintaining accurate, functional records; designing procedures and forms; processing class changes and withdrawals; projecting enrollments; and registering students and keeping transcripts.

Target Populations: Includes such groups as women, handicapped, disadvantaged, ethnic minorities, aged populations, and incarcerated or adjudicated persons.

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